

Pupil premium strategy statement – Welbourn C of E Primary School

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	Welbourn C of E Primary School
Proportion (%) of pupil premium eligible pupils	32%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2024-2027
Date this statement was published	Dec 2024
Date on which it will be reviewed	July 2026
Statement authorised by	Anna Ingamells
Pupil premium lead	Anna Ingamells
Governor / Trustee lead	Sabrina Smith

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£24, 735
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
Total budget for this academic year	£24, 735
<i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	

Part A: Pupil premium strategy plan

Statement of intent

At Welbourn CE Primary School, our intention is that all pupils, irrespective of their background or the challenges they face, make good progress, achieve high attainment across all subject areas and have access to a range of extra-curricular activities to enhance their curriculum experience. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve, be challenged and make at least good progress.

Quality first teaching is our main priority, ensuring that disadvantaged pupils are fully supported and can access all learning. This is proved to have the greatest impact on closing the disadvantaged attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. This will ensure that outcomes of non-disadvantaged pupils will be sustained and improved alongside their disadvantaged peers and that higher attaining pupils for both groups will continue to make good progress and be challenged.

Our approach responds to common challenges and individual needs, rooted in robust diagnostic assessment and assessment for learning. The approaches we use complement each other to help pupils excel. To ensure they are effective we will:

- Ensure disadvantaged pupils are challenged in the work that they're set
- Act early to intervene at the point need is identified
- Use pre teaching as a strategy to help pupils catch up and keep up
- Adopt a whole school approach to assessment, moderation and pupil progress tracking so pupils are monitored carefully and assessments are accurate.
- Adopt a whole school approach in which all staff take responsibility for disadvantaged pupils outcomes and raise expectations of what they can achieve.
- Positive parental engagement

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Baselines, assessments and observations indicate that many disadvantaged pupils enter Receptions/KS1 with less developed vocabulary, phonological knowledge and oracy skills
2	Baseline assessments and observations indicate that disadvantaged pupil's confidence, attainment and progress in reading is not in line with those children that are non-disadvantaged.

3	Baseline assessments and observations indicate that disadvantaged pupil's confidence and stamina for writing, attainment and progress in writing is not in line with those children that are non-disadvantaged.
4	Baseline assessments and observations indicate that disadvantaged pupil's confidence and basic multiplication fact knowledge, attainment and progress in mathematics is not in line with those children that are non-disadvantaged.
5	Through pupil voice, teacher referrals and observations, some children have been identified as needing support for self –esteem, confidence and well-being. These challenges in particular affect disadvantaged pupils, who are receiving 'check ins' and intervention on a weekly basis. This is also supporting attendance and punctuality.
6	Our attendance data indicates that some pupils who are among the disadvantaged are identified as 'persistent absent' during Autumn Term 1 2021 and have been historically. Overall, pupil attendance for those pupils who are classed as 'disadvantaged' is not in line with those pupils who are not. This has a negative impact on their learning and well-being.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Improved Oracy and Vocabulary skills among those children who are disadvantaged.	Assessments and observations indicate that pupil's speech, language, communication and oracy development has been accelerated and that their use of vocabulary has developed.
Improved reading attainment among disadvantaged pupils.	Phonics outcomes show that all disadvantaged pupils pass the phonics screening test. KS1 and KS2 assessments show that disadvantaged pupils perform in line with their peers and make expected progress.
Improved writing attainment and stamina for writing among disadvantaged pupils.	KS1 and KS2 assessments show that disadvantaged pupils perform in line with their peers and make expected progress. Books, assessments and moderation shows that writing stamina has improved and disadvantaged pupils can write at length, using the expected age-appropriate punctuation, spelling and grammar.
Improved attainment of maths and knowledge of times tables facts among disadvantaged pupils.	KS1 and KS2 assessments show that disadvantaged pupils perform in line with their peers and make expected progress. All disadvantaged pupils pass their Year 4 multiplication test and can recall facts with ease.

<p>To continue to improve well-being for all pupils in school and support disadvantaged pupils to develop resilience, good mental health and independence.</p>	<p>Pupil voice shows that all pupils are able to use strategies to maintain a good level of confidence, mental well-being and use coping strategies for anxiety.</p> <p>Pupils display strategies for independence and resilience.</p> <p>There has been an increased number of disadvantaged pupils participating in extracurricular activities, including competitions and events.</p>
<p>To sustain a good level of attendance for all pupils, particularly disadvantaged pupils and that they are on time.</p>	<p>The overall attendance is over 97%</p> <p>Pupils who are disadvantaged attend well and in line with those who are not.</p> <p>Pupil's punctuality is good and is in line with pupils who are disadvantaged.</p> <p>The percentage of pupils who are persistent absentees has significantly reduced and that disadvantaged pupils are not higher than non-disadvantaged pupils.</p>

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £21 326

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Enhancement of teaching and learning through effective and accurate assessment.</p> <p>Including external moderation and cover.</p>	<p>To ensure that classroom teaching is high quality and targeted to meet the needs of all pupils and challenge those who need to be extended. Accurate assessment for learning will ensure that pupils can have targeted support and resources and lessons are tailored to meet their needs.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> <p>RWI Hub + 1 x Development Day = £ Phonics Leadership Time for BH = £</p>	1,2,3,4

<p>Further development of phonics teaching, including resourcing lessons and purchasing books to support teaching of Read, Write, Inc.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p> <p>There is evidence for additional benefits of smaller class sizes with younger children, so smaller class sizes may be a more effective approach during the early stages of primary school. Smaller classes impact upon learning if the it is used for having higher quality interactions with pupils or minimising disruption. These smaller groupings allow effective feedback to also be utilised for pupils.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size</p> <p>Teaching Assistants = £</p>	<p>1,2</p>
<p>Enhancement of teaching and learning through effective use of oracy, spelling and vocabulary. We will fund resources and CPD.</p>	<p>To ensure that classroom teaching is high quality and targeted to meet the needs of all pupils and challenge those who need to be extended. Use of oracy and vocabulary development will be developed through CPD</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p>	<p>1</p>
<p>Enhancement of our maths teaching and curriculum planning in line with DFE and EEF guidance. We will fund teaching resources, release time for staff to attend training with the Maths Hub, White Rose Maths Materials and TT Rockstars.</p>	<p>The DFE non-statutory guidance has been produced in conjunction with the National Centre of Excellence in the Teaching of Mathematics (NCETM) drawing on evidence-based approaches from the EEF Toolkit. Maths_guidance_KS_1_and_2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of best evidence for improving Key Stages 1 and 2.</p>	<p>4</p>

Targeted academic support

Budgeted cost: Included in the teaching costs

Activity	Evidence that supports this approach	Challenge number(s) addressed
Fund well-being groups and intervention to support the development of well-being, confidence and self-esteem. My Happy Mind programme.	EEF Toolkit: Social and Emotional support – can have an impact of +4 months (decision making, self-management of emotions and interaction)	5,6
1 to 1 phonics intervention in addition to RWI daily lessons	Tuition is more likely to make an impact if it is additional to and explicitly linked with normal lessons. On average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas. EEF Toolkit: Phonics – can have an impact of +5 months and low cost. 1 to 1 tuition – can have an impact on +5 months. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition	1,2
Booster groups for maths.	EEF Toolkit: Small group tuition – can have an impact of +4 months 1 to 1 tuition – can have an impact on +5 months	4

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £900 and other costs included in the above teaching costs

Activity	Evidence that supports this approach	Challenge number(s) addressed
Subsidise breakfast club/after school clubs, trips, visits and experiences to support low at-	EEF toolkit highlights that offering social and emotional learning can boost progress by an additional +4 months and behaviour interventions/parental involvement can add up to +3 months.	5

<p>tendance, persistent absence and repeated lateness and improve life opportunities ensuring that all pupils can access enrichment opportunities.</p>	<p>NFER research (2015) has identified that addressing behaviour and attendance is a key building block in raising disadvantaged pupils' attainment. Addressing any attendance concerns is key step to improving progress and attainment. Pupils must be in school to access learning and avoid gaps occurring. By informing parents regularly about attendance you can raise awareness of the implications of poor attendance and pre-empt possible attendance issues.</p> <p>EEF randomised control trial (2016) has found that breakfast clubs that offer a free and nutritious meal before school can boost reading, writing and maths results by the equivalent of two months.</p>	

Total budgeted cost: £22, 226

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

2024-2025 Review

Phonics

The use of teaching assistants has enabled group sizes to remain as small as possible, and teaching can be targeted to individual needs. The Phonics Lead can regularly assess the children and re-group them accordingly to support the progress they are making. External training and monitoring have ensured that all staff delivering phonics are upskilled and have received all the required training. The impact of this support, in June 2025 resulted in 100% of our current Year 1 children being on track to pass the Phonics Screening Check in 2026.

Teaching Assistants - Interventions

The use of teaching assistants has provided targeted support within daily teaching sessions and through a programme of scheduled activity. This has enabled staff to close gaps and accelerate children's progress, helping them to catch up and keep up. This support impacted positively in the end of KS2 data 2025.

Reading	Writing	Maths	Combined
86%	100%	57%	57%

In EYFS 80% of children achieved a Good Level of Development which is above national expectations.

Attendance

Thorough targeted attendance support meant that attendance was 95.3% at the end of the 2024/25 academic year. The attendance of those children entitled to FSM was significantly higher than national figures.

Pupil group	Attendance	National average
All pupils	95.3%	94.8%
Pupils with free school meals (FSM)	94.5%	92.2%
Pupils with no FSM	95.8%	95.8%
Pupils with special educational needs (SEN) support	93%	92.3%
Pupils with no SEN	95.8%	95.4%

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year

We had a Higher-Level Teaching Assistant dedicated to emotional wellbeing and academic support both during lockdown and in school. This included bespoke resources, dedicated time to talk, 'pen pals' and interventions. We also supported the attendance of after school clubs and music tuition.

The impact of that spending on service pupil premium eligible pupils

Parents and children valued the 1:1 and group support during lockdown, helping pupils to return to school with less worries and anxiety.

Teachers observed improved confidence, wellbeing and the children using coping strategies on a regular basis. Attendance and punctuality improved as a result.

The children developed new skills and gained confidence whilst socialising.

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.